



Informal Reading Assessments

Presented by:



Project CENTRAL

<http://reach.ucf.edu/~central>
(386) 254 -3031

DRAFT

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telephone: (850) 488-1879

FAX: (850) 487-2679

Suncom: 278-1879

e-mail: cicbiscs@FLDOE.org

website: <http://www.myfloridaeducation.com/commhome/>

Acknowledgements

Primary Author
Karli A. McKenzie

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COOL TOOLS

Reading Informal Assessment

PREFACE

Given the national and state goal to have every child reading on grade level by grade 3 (*No Child Left Behind Act, Reading First, and Just Read, Florida!*) and the significant number of children struggling with learning to read, educators are in need of readily available, scientifically based reading instruction resources to help meet this need. Project CENTRAL is pleased to offer **COOL TOOLS - Informal Reading Assessments** for classroom educators. This product was developed as a companion to *Knowing What Works – Action Research*, also created by Project CENTRAL and designed to serve classroom teachers' needs for **informal**, sequential measures of student's reading abilities across the five areas of reading instruction identified by the 2000 report of the National Reading Panel:

- phonological awareness
- phonics
- fluency
- vocabulary
- text comprehension.

The National Reading Panel's research findings and conclusions have been summarized in the document *Put Reading First, The Research Building Blocks for Teaching Children to Read Kindergarten through Third Grade*. This document was a collaborative effort between the National Institute for Literacy, the National Institute of Child Health and Human Development, and the U.S. Department of Education to create a guide for teachers written by teachers that explores the specific strategies and skills needed to successfully teach children to read. *Put Reading First* should be considered a companion to this manual. You can download this document from the National Institute for Literacy website at www.nifl.gov or find the direct pdf file at: <http://www.nifl.gov/partnershipforreading/publications/Cierra.pdf>.

As a part of the *No Child Left Behind Act*, *Reading First* defines reading as a complex system of deriving meaning from print that requires skills and knowledge to understand how phonemes, or speech sounds, are connected to print, the ability to decode unfamiliar words, the ability to read fluently, sufficient background information and vocabulary to foster reading comprehension, the development of appropriate active strategies to construct meaning from print, and development and maintenance of a motivation to read. (Part B, Subpart 1, Reading First, of Title 1, of Public Law 107-110 (2001), pp. 204-205.)

Just Read, Florida! has proposed the following formula as the fundamental nature of the above stated research: 5 + 3 + ii + iii = No Child Left Behind. This refers to the 5 components of reading instruction, 3 types of assessment, strategies for initial instruction and immediate intensive intervention.

Just Read, Florida! Formula 5 + 3 + ii + iii

5 Components of Reading Instruction	3 Types of Assessment	Strategies for Initial Instruction	Strategies for Immediate Intensive Intervention
<ul style="list-style-type: none"> • Phonological awareness • Phonics • Fluency • Vocabulary • Comprehension 	<ul style="list-style-type: none"> • Screening • Diagnostic assessments • Progress monitoring 	Grounded in scientifically based reading research (SBRR) and aligned with the Sunshine State Standards	Identification of students, diagnosis of the nature, Prescription of instruction, Provision of intensive instruction, grounded in SBRR and prescribed in the AIP, and Ongoing progress monitoring and continued support

Project CENTRAL offers these *Cool Tools* for teachers to use as informal measures of potentially all three types of assessment on an informal level. The data can in turn assist teachers in the planning and deliver of data-based instruction during the action research process. These informal assessments can also be viewed as samples for creating individualized informal assessments based on the specific skill needs of individual students.

“In schools where students are learning to read as well as reading to learn, administrators and teachers must know how every student is progressing in reading at any given time – not just the students who are having difficulties in reading. Assessments that give a global picture of students’ reading achievement are not sufficient to plan instruction, enrichment, or remediation” (McEwan, 2002).

COOL TOOLS
Informal Reading Assessments
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Phonological Awareness

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Correlation to the Sunshine State Standards

LA.D.1.1.1 – **Recognizes basic patterns in and functions of language.**
LA.D.2.1.2 – Identifies and uses repetition, rhyme, and rhythm in oral and written text.

Phonological Awareness

Introduction and Scientifically Based Reading Research (SBRR)

The 2000 report of the National Reading Panel defines **phonemic awareness** as the ability to focus on and manipulate phonemes in spoken words. The Put Reading First publication describes **phonological awareness** as a broad term that includes phonemic awareness. Phonological awareness activities can involve work with phonemes, rhymes, words, syllables, and onsets and rimes.

Results of the 2000 report of the National Reading Panel's meta-analysis showed that teaching children to manipulate sounds in language helps them read better. Instruction in phonological awareness helped all types of children improve their reading, including typically developing readers, children at risk for future reading problems, students with disabilities, preschoolers, kindergartners, first graders, children in second through sixth grades (most of whom were students with disabilities), children across various socioeconomic levels, and children learning to read in English as well as in other languages (NICHD, 2000). Furthermore, for both young readers and prereaders, familiarity with letters and sensitivity to the phonetic structure of oral language were strong predictors of reading achievement – stronger, in fact, than IQ (Adams, 1990).

The informal assessments in this section are presented in a sequential order based on developmentally appropriate phonological awareness skills and supported by the **National Reading Panel**, as the studies they reviewed found that the researchers used the following tasks to assess children's phonological awareness or to improve their phonological awareness through instruction and practice:

- phoneme isolation
- phoneme identity
- phoneme categorization
- phoneme blending
- phoneme segmentation
- phoneme deletion.

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or to view them as a sample for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

Phonological Awareness – Rhyme Identification

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme."

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sit – bit

boy – chair

Test Items: Read each pair of words. Mark those items that the student answers correctly. Create additional lists as needed.

1. bed – fed _____ (yes)
2. top – hop _____ (yes)
3. run – soap _____ (no)
4. hand – sand _____ (yes)
5. funny – bunny _____ (yes)
6. girl – giant _____ (no)
7. lid – hid _____ (yes)
8. mess – yell _____ (no)
9. fell – fun _____ (no)
10. skip – hip _____ (yes)

Number correct _____

Total possible _____

Phonological Awareness – Rhyme Production

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to tell you a word and I want you to tell me a word that rhymes with it." (The answers may be real or nonsense words)

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sun... _____ cat... _____

Test Items: Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

1. pain _____
2. cake _____
3. hop _____
4. see _____
5. dark _____
6. candy _____
7. fun _____
8. hair _____
9. row _____
10. sip _____

Number correct _____

Total possible _____

Phonological Awareness – Syllable Blending

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

Practice Items: Help the student identify syllable blending with the following practice items. Create additional practice items as needed.

ro-bot : "robot"

out-side : "outside"

Test Items: Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly. Create additional lists as needed.

1. black - board _____
2. rain - bow _____
3. pop - corn _____
4. side - walk _____
5. pen - cil _____
6. hon - ey _____
7. pic - ture _____
8. pa - per _____
9. riv - er _____
10. can - dle _____

Number correct _____

Total possible _____

Phonological Awareness – Syllable Segmentation

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables."

Practice Items: Help the student identify how to break a word into syllables by saying a word normally and then clapping out the parts of a word while saying each part. Use the following practice items. Create additional practice items as needed.

cowboy (cow - boy)

candy (can - dy)

Test Items: Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly. Create your own or additional lists as needed.

1. sometime _____ (2)
2. basket _____ (2)
3. bedroom _____ (2)
4. kite _____ (1)
5. bag _____ (1)
6. carpet _____ (2)
7. computer _____ (3)
8. sunflower _____ (3)
9. fantastic _____ (3)
10. helicopter _____ (4)

Number correct _____

Total possible _____

Phonological Awareness – Syllable Deletion

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don't say CUP."

Practice Items: Help the student identify how to delete a syllable from a word by saying a word normally and then asking them to say it again but don't say _____. Use the following practice item. Create additional practice items as needed.

Say AIRLINE. Now say it again, but don't say AIR.

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
2. Say INSIDE. Now say it again, but don't say SIDE. (in) _____
3. Say FORGET. Now say it again, but don't say FOR. (get) _____
4. Say BASKET. Now say it again, but don't say BAS. (ket) _____
5. Say AFTER. Now say it again, but don't say AF. (ter) _____
6. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
7. Say PERFUME. Now say it again, but don't say FUME. (per) _____
8. Say CANDY. Now say it again, but don't say DY. (can) _____
9. Say COWBOY. Now say it again, but don't say COW. (boy) _____
10. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Identification

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the sound that is the same in all the words."

Practice Items: Help the student identify the same sound found in each word with the following practice items. Create additional practice items as needed.

cat, car, cap : "What sound is the same in all the words? I hear /c/ in all three words."
hop, sip, lap : "What sound is the same in all the words? I hear /p/ in all three words."

Test Items: Read the list of words and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. fix, fall, fun _____ /f/
2. me, milk, mom _____ /m/
3. ship, shop, share _____ /sh/
4. dig, dog, do _____ /d/
5. fit, mat, lot _____ /t/
6. lip, flap, cap _____ /p/
7. chair, cheese, chalk _____ /ch/
8. see, bee, me _____ /ee/
9. like, click, sick _____ /k/
10. fish, crash, dish _____ /sh/

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Isolation (initial)

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

Practice Items: Help the student identify the initial sound of a word with the following practice items. Create additional practice items as needed.

dog – "The first sound that I hear in the word dog is /d/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. big _____ /b/
2. land _____ /l/
3. farm _____ /f/
4. apple _____ /a/
5. desk _____ /d/
6. ship _____ /sh/
7. man _____ /m/
8. help _____ /h/
9. then _____ /th/
10. truck _____ /t/

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Isolation (final)

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the last sound that you hear in the word."

Practice Items: Help the student identify the final sound of a word with the following practice item. Create additional practice items as needed.

dog – "The last sound that I hear in the word dog is /g/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. pick _____ /k/
2. ran _____ /n/
3. fill _____ /l/
4. bug _____ /g/
5. same _____ /m/
6. tooth _____ /th/
7. fish _____ /sh/
8. hop _____ /p/
9. case _____ /s/
10. jar _____ /r/

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Blending

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to separate the sounds of a word and I want you to tell me what word it is."

Practice Items: Help the student identify how to blend phonemes with the following practice items. Create additional practice items as needed.

"/s/ /i/ /t/ is what word? SIT"

"/s/ /t/ /o/ /p/ is what word? STOP"

Test Items: Read the sounds of a word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. /m/ /ee/ _____ (me)
2. /b/ /e/ /d/ _____ (bed)
3. /h/ /a/ /t/ _____ (hat)
4. /m/ /u/ /s/ /t/ _____ (must)
5. /sh/ /o/ /p/ _____ (shop)
6. /p/ /l/ /a/ /n/ /t/ _____ (plant)
7. /s/ /t/ /o/ /p/ _____ (stop)
8. /f/ /l/ /ow/ /er/ _____ (flower)
9. /l/ /u/ /n/ /ch/ _____ (lunch)
10. /s/ /t/ /r/ /a/ /n/ /d/ _____ (strand)

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Segmentation

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word; I want you to tell me all of the sounds that you hear in that word."

Practice Items: Help the student identify how to segment phonemes in a word with the following practice item. Create additional practice items as needed.

"DIM, I hear the sounds /d/ /i/ /m/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. in /i/ /n/ _____ (2)
2. at /a/ /t/ _____ (2)
3. name /n/ /æ/ /m/ _____ (3)
4. ship /sh/ /i/ /p/ _____ (3)
5. sock /s/ /o/ /k/ _____ (3)
6. chin /ch/ /i/ /n/ _____ (3)
7. sand /s/ /a/ /n/ /d/ _____ (4)

Number correct _____

Total possible _____ (20)

Phonological Awareness – *Phoneme Deletion*

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word without one of the sounds."

Practice Items: Help the student identify how to delete phonemes in a word by using the following practice item. Create additional practice items as needed.

"Say GOAT. Now say it again without the /t/." (go)

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say ROSE, now say it again without /z/ _____ (row)
2. Say TRAIN, now say it again without /n/ _____ (tray)
3. Say GROUP, now say it again without /p/ _____ (grew)
4. Say SEAT, now say it again without /t/ _____ (sea)
5. Say BAKE, now say it again without /k/ _____ (bay)
6. Say INCH, now say it again without /ch/ _____ (in)
7. Say SMILE, now say it again without /s/ _____ (mile)
8. Say FEET, now say it again without /f/ _____ (eat)
9. Say BOAT, now say it again without /b/ _____ (oat)
10. Say LAKE, now say it again without /l/ _____ (ache)

Number correct _____

Total possible _____

Phonological Awareness – *Phoneme Addition*

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word with one extra sound."

Practice Items: Help the student identify how to add phonemes to a word by using the following practice item. Create additional practice items as needed.

"Say PARK, now say it again with /s/ in front of it." (SPARK)

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say TOP, now say it again with /s/ in front of it _____ (stop)
2. Say LIP, now say it again with /f/ in front of it _____ (flip)
3. Say EAT, now say it again with /m/ in front of it _____ (meat)
4. Say LAP, now say it again with /c/ in front of it _____ (clap)
5. Say TRAP, now say it again with /s/ in front of it _____ (strap)
6. Say RUST, now say it again with /t/ in front of it _____ (trust)
7. Say LAY, now say it again with /p/ in front of it _____ (play)
8. Say EAT, now say it again with /sh/ in front of it _____ (sheet)
9. Say ROBE, now say it again with /p/ in front of it _____ (probe)
10. Say LOT, now say it again with /s/ in front of it _____ (slot)

Number correct _____

Total possible _____

Phonological Awareness – *Phoneme Substitution*

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and some sounds to switch, then I want you to say the new word."

Practice Items: Help the student identify how to substitute phonemes in a word with the following practice item. Create additional practice items as needed.

"Say BUG, now change /g/ to /n/. What is the new word?" (BUN)

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say MAN, now change /m/ to /c/ _____ (can)
2. Say PIG, now change /p/ to /d/ _____ (dig)
3. Say SACK, now change /s/ to /t/ _____ (tack)
4. Say WELL, now change /w/ to /f/ _____ (fell)
5. Say BED, now change /b/ to /r/ _____ (red)
6. Say SHOP, now change /sh/ to /ch/ _____ (chop)
7. Say HOT, now change /h/ to /p/ _____ (pot)
8. Say TAP, now change /t/ to /c/ _____ (cap)
9. Say LIVER, now change /l/ to /r/ _____ (river)
10. Say MILE, now change /m/ to /p/ _____ (pile)

Number correct _____

Total possible _____

Phonological Awareness – Kindergarten Inventory

Teacher Directions

Directions: This test should be administered individually to students.

Rhyme Identification

The teacher could introduce the test by saying, “Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme.”

Read each pair of words. Mark those items that the student answers correctly.

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production:

The teacher could introduce the test by saying, “I am going to tell you a word and I want you to tell me a word that rhymes with it.” (The answers may be real or nonsense words)

Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word.

4. see _____
5. cake _____
6. sip _____

Syllable Blending

The teacher could introduce the test by saying, "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly.

- 7. black - board _____
- 8. rain - bow _____
- 9. pop - corn _____

Syllable Segmentation:

The teacher could introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables."

Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly.

- 10. cupcake _____
- 11. sunflower _____
- 12. cowboy _____

Syllable Deletion:

The teacher could introduce the test by saying, "We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don't say CUP."

Read each item and allow the student to respond. Mark those items that the student answers correctly.

- 13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
- 14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
- 15. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Phoneme Isolation (initial):

The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

Read each word and allow the student to respond. Mark those items that the student answers correctly.

16. big _____ /b/

17. land _____ /l/

18. farm _____ /f/

Phonological Awareness – Kindergarten Inventory

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Rhyme Identification

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production

4. see _____
5. cake _____
6. sip _____

Syllable Blending

7. black - board _____
8. rain - bow _____
9. pop - corn _____

Syllable Segmenting

10. cupcake _____
11. sunflower _____
12. cowboy _____

Syllable Deletion

13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
15. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Phoneme Isolation (initial)

16. big _____ /b/
17. land _____ /l/
18. farm _____ /f/

Kindergarten Inventory Skills Profile

Skill	Date	Date	Date	Date Mastered
Rhyme Identification				
Rhyme Production				
Syllable Blending				
Syllable Segmenting				
<i>Syllable Deletion</i>				
Phoneme Isolation (initial)				

Phonological Awareness – Inventory

Teacher Directions

Directions: This test should be administered individually to students.

Rhyme Identification

The teacher could introduce the test by saying, “Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme.”

Read each pair of words. Mark those items that the student answers correctly.

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production:

The teacher could introduce the test by saying, “I am going to tell you a word and I want you to tell me a word that rhymes with it.” (The answers may be real or nonsense words)

Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

4. see _____
5. cake _____
6. sip _____

Syllable Blending:

The teacher could introduce the test by saying, "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly.

- 7. black - board _____
- 8. rain - bow _____
- 9. pop - corn _____

Syllable Segmentation:

The teacher could introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables."

Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly.

- 10. cupcake _____
- 11. sunflower _____
- 12. cowboy _____

Syllable Deletion:

The teacher could introduce the test by saying, "We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don't say CUP."

Read each item and allow the student to respond. Mark those items that the student answers correctly.

- 13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
- 14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
- 15. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Phoneme Identification

The teacher could introduce the test by saying, “I am going to say some words; I want you to tell me the sound that is the same in all the words.”

Read the list of words and allow the student to respond. Mark those items that the student answers correctly.

16. fix, fall, fun _____ /f/
17. me, milk, mom _____ /m/
18. ship, shop, share _____ /sh/

Phoneme Isolation (initial):

The teacher could introduce the test by saying, “I am going to say some words; I want you to tell me the first sound that you hear in the word.”

Read each word and allow the student to respond. Mark those items that the student answers correctly.

19. big _____ /b/
20. land _____ /l/
21. farm _____ /f/

Phoneme Isolation (final)

The teacher could introduce the test by saying, “I am going to say some words; I want you to tell me the last sound that you hear in the word.”

Read each word and allow the student to respond. Mark those items that the student answers correctly.

22. ran _____ /n/
23. fill _____ /l/
24. bug _____ /g/

Phoneme Blending

The teacher could introduce the test by saying, “I am going to separate the sounds of a word and I want you to tell me what word it is.”

Read the sounds of a word and allow the student to respond. Mark those items that the student answers correctly.

25. /b/ /e/ /d/ _____ (bed)

26. /h/ /a/ /t/ _____ (hat)

27. /m/ /u/ /s/ /t/ _____ (must)

Phoneme Segmentation

The teacher could introduce the test by saying, “I am going to say a word; I want you to tell me all of the sounds that you hear in that word.”

Read each word and allow the student to respond. Mark those items that the student answers correctly.

28. at /a/ /t/ _____ (2)

29. name /n/ /æ/ /m/ _____ (3)

30. ship /sh/ /i/ /p/ _____ (3)

Phonological Awareness – Inventory

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Rhyme Identification

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production

4. see _____
5. cake _____
6. sip _____

Syllable Blending

7. black - board _____
8. rain - bow _____
9. pop - corn _____

Syllable Segmenting

10. cupcake _____
11. sunflower _____
12. cowboy _____

Syllable Deletion

13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
15. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Phoneme Identification

16. fix, fall, fun _____ /f/
17. me, milk, mom _____ /m/
18. ship, shop, share _____ /sh/

Phoneme Isolation (initial)

- | | | | |
|-----|------|-------|-----|
| 19. | big | _____ | /b/ |
| 20. | land | _____ | /l/ |
| 21. | farm | _____ | /f/ |

Phoneme Isolation (final)

- | | | | |
|-----|------|-------|-----|
| 22. | ran | _____ | /n/ |
| 23. | fill | _____ | /l/ |
| 24. | bug | _____ | /g/ |

Phoneme Blending

- | | | | |
|-----|-----------------|-------|--------|
| 25. | /b/ /e/ /d/ | _____ | (bed) |
| 26. | /h/ /a/ /t/ | _____ | (hat) |
| 27. | /m/ /u/ /s/ /t/ | _____ | (must) |

Phoneme Segmentation

- | | | | | |
|-----|------|--------------|-------|-----|
| 28. | at | /a/ /t/ | _____ | (2) |
| 29. | name | /n/ /æ/ /m/ | _____ | (3) |
| 30. | ship | /sh/ /i/ /p/ | _____ | (3) |

Phonological Awareness Inventory

Skills Profile

Skill	Date	Date	Date	Date Mastered
Rhyme Identification				
Rhyme Production				
Syllable Blending				
Syllable Segmenting				
<i>Syllable Deletion</i>				
Phoneme Identification				
Phoneme Isolation (initial)				
Phoneme Isolation (final)				
Phoneme Blending				
Phoneme Segmenting				
<i>Phoneme Deletion</i>				
<i>Phoneme Addition</i>				
<i>Phoneme Substitution</i>				

Phonological Awareness Skills Profile

Student's Name: _____

Skill	Date	Score	Date	Score	Date	Score	Date Mastered
Rhyme Identification							
Rhyme Production							
Syllable Blending							
Syllable Segmenting							
<i>Syllable Deletion</i>							
Phoneme Identification							
Phoneme Isolation – initial							
Phoneme Isolation - final							
Phoneme Blending							
Phoneme Segmenting							
<i>Phoneme Deletion</i>							
<i>Phoneme Addition</i>							
<i>Phoneme Substitution</i>							

Skills in italics are NOT a priority phonological awareness skill.

Phonological Awareness Assessment Resources

Publications

Assessment and Instruction in Phonological Awareness 2002

Florida Department of Education

#850-488-1879

Suncom: 278-1879

http:// www.myfloridaeducation.com/commhome

email: cicbiscs@FLDOE.org

Websites

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

<http://dibels.uoregon.edu/>

Rosner Test of Auditory Analysis

<http://www.soar.gcps.k12.fl.us/pdfs/rosner.pdf>

TEAMS Distance Learning

Phonemic Awareness Assessment Tools

<http://teams.lacoe.edu/reading/assessments/assessments.html>

Yopp-Singer Test of Phoneme Segmentation

<http://teams.lacoe.edu/reading/assessments/yopp.html>

Tab 2

Phonics

Phonics

Introduction and Scientifically Based Reading Research

Phonics Survey

- Capital Letter Names
- Lowercase Letter Names
- Consonant Sounds
- Consonant Digraphs
- Vowel Sounds

Word Reading and Phonetic Decoding

- Short Vowel Sounds
- Short Vowel with Consonant Digraphs
- Short Vowel with Consonant Blends
- Vowel + e
- Vowel Diphthongs & Vowel Digraphs
- R- and L- Controlled
- Prefixes
- Suffixes
- Multi-Syllabic Words

Skills Profile

Resources

Correlation to the Sunshine State Standards

LA.A.1.1.2 – Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Phonics

Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy defines **phonics instruction** as instruction that helps children learn the relationships between the letters of written language and the sounds of spoken language (NIFL, 2001). Explicit and systematic phonics instruction is key to comprehensive reading instruction because it facilitates understanding of the alphabetic principal (the systematic and predictable relationship between spoken sounds and written letters).

The ability to decode words is tested by giving children regularly spelled words to read. The ability to decode novel words never read before is tested by having children read pseudowords (NICHHD, 2000). The **National Reading Panel Report** also notes the key features of systematic phonics instruction with identification of the following letter-sound correspondence: consonant letters and sounds, short and long vowel letters and sounds, vowel and consonant digraphs (e.g., oi, ea, ou, sh, ch, th), and blends of letter sounds (initial blends and final stems) (NICHHD, 2000). Adequate monitoring of the growth of children's word reading abilities should include out-of-context measures of word-reading ability, phonetic decoding ability (as measured by ability to read nonwords), and word-reading fluency (Torgesen, 1998).

The informal assessments in this section provide means to measure student achievement and growth in the above-stated skills found to be critical to the development of word reading ability. The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students

Phonics Survey

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. Provide the student with the Student's Copy of the Phonics Survey. The teacher can say the following for each skill:

1. "Can you tell me the **names** of these letters?"
2. "Can you tell me the **names** of these letters?"
3. "Can you tell me the **sound** each letter makes?"
4. "Can you tell me the **sound** each pair of letters make?"
5. "Can you tell me the **sounds** of these letters?" If the student names the letter, the teacher can say, "That is one sound, can you tell me another sound that letter makes?"

***Special note for items 6-11** – If the student cannot read more than two of the "real" words in the row, do not administer the nonsense (pseudo) row of words. Before asking the student to read the nonsense (pseudo) words the teacher can say, "Now, I will ask you to read some made up or silly words. Do not try to make them sound like real words."*

6. Have the student read both rows of real and nonsense (pseudo) words.
7. Have the student read both rows of real and nonsense (pseudo) words.
8. Have the student read both rows of real and nonsense (pseudo) words.
9. Have the student read both rows of real and nonsense (pseudo) words.
10. Have the student read both rows of real and nonsense (pseudo) words.
11. Have the student read both rows of real and nonsense (pseudo) words.
12. Have the student read the row of words.
13. Have the student read the row of words.
14. Have the student read both rows of words.

Test Items: Mark those items that the student answers correctly. (See Teacher and Student Copy)

Scoring: Count the number of correct responses for each skill and write it at the end of each section on the Teacher's Copy. Calculate the total correct for each skill and enter it in the corresponding box under "student's score" on the table. Mark those skills that were mastered. Create a plan for remediation as needed.

Phonics Survey

Teacher's Copy

Name: _____ Date: _____

1. Capital Letter Names

B	A	I	S	C	D	F	E	P	
L	R	Z	J	U	H	G	W	X	
V	Y	N	O	K	M	T	Q		/26

2. Lowercase Letter Names

r	o	n	l	m	y	t	v	k	p	z	
c	d	p	t	j	g	k	b	x	q		/21

3. Consonant Sounds

m	s	f	l	r	n	h	v	w	z	c	
b	c	d	p	t	j	g	k	y	x		/21

4. Consonant Digraphs

sh	ch	th	ck	qu		/5
-----------	-----------	-----------	-----------	-----------	--	-----------

5. Vowel Sounds

i	e	a	o	u		/5
----------	----------	----------	----------	----------	--	-----------

6. Short Vowel Sounds

hit	pot	but	mat	let	(real)	/5
fip	saf	vem	rup	wog	(nonsense)	/5

7. Short Vowel Sounds with Consonant Digraphs

chip	then	match	shop	luck	(real)	/5
shum	gick	chot	thap	retch	(nonsense)	/5

8. Short Vowel Sounds with Consonant Blends

stop	trip	clap	dress	truck	(real)	/5
glod	stram	frip	cruz	plek	(nonsense)	/5

9. Vowel + e

fade	joke	mile	keep	tune (real)	/5
leem	rafe	cude	gove	hine (nonsense)	/5

10. Vowel Diphthongs & Digraphs

paid	boat	toy	root	few	
bay	saw	row	meat	high	
foot	boil	weight	suit	found	
head	glue	cry	tie	eye	/20

11. R- and L- Controlled

dirt	smart	bold	corn	turn (real)	/5
burk	flar	zorp	mirt	rolt (nonsense)	/5

12. Prefixes

under	inside	replay	exit	dislike	/5
--------------	---------------	---------------	-------------	----------------	-----------

13. Suffixes

sitting	nation	closest	careful	nearly	/5
----------------	---------------	----------------	----------------	---------------	-----------

14. Multisyllabic Words

cupcake	bookmark	combination			
calculate	entertain	refreshment			/6

Phonics Skill	Student's Score	Possible Score	Skills Mastered
Capital Letter Names		26	
Lower Case Letter Names		21	
Consonant Sounds		21	
Consonant Digraphs		5	
Vowel Sounds		5	
Reading and Phonetic Decoding			
Short Vowel Sound		10	
Short Vowel with Consonant Digraph		10	
Short Vowel with Consonant Blends		10	
Vowel + e		10	
Vowel Diphthongs		20	
R- and L- Controlled		10	
Prefixes		5	
Suffixes		5	
Multi-Syllabic words		6	

Phonics Survey

Student's Copy

1.

B	A	I	S	C	D	F	E	P	
L	R	Z	J	U	H	G	W	X	
V	Y	N	O	K	M	T	Q		

2.

r	o	n	l	m	y	t	v	k	p	z
c	d	p	t	j	g	k	y	x	q	b

3.

m	s	f	l	r	n	h	v	w	z	c
b	c	d	p	t	j	g	k	y	x	

4.

sh	ch	th	ck	qu	
-----------	-----------	-----------	-----------	-----------	--

5.

i	e	a	o	u	
----------	----------	----------	----------	----------	--

6.

hit	pot	but	mat	let
fip	saf	vem	rup	wog

7.

chip	then	match	shop	luck
shum	gick	chot	thap	retch

8.

stop	trip	clap	dress	truck
glod	stram	frip	cruz	plek

9.

fade	joke	mile	keep	tune
leem	rafe	cude	gove	hine

10.

paid	boat	toy	root	few
bay	saw	row	meat	high
foot	boil	weight	suit	found
head	glue	cry	tie	eye

11.

dirt	smart	bold	corn	turn
burk	flar	zorp	mirt	rolt

12.

under	inside	replay	exit	dislike
--------------	---------------	---------------	-------------	----------------

13.

sitting	nation	closest	careful	nearly
----------------	---------------	----------------	----------------	---------------

14.

cupcake	bookmark	combination
calculate	entertain	refreshment

Phonics Skills Profile

Student's Name: _____

Skill	Date	Score	Date	Score	Date	Score	Date Mastered
Capital Letter Names							
Lowercase Letter Names							
Consonant Sounds							
Consonant Digraphs							
Vowel Sounds							
Reading and Phonetic Decoding							
Short Vowel Sounds							
Short Vowel w/Con. Digraphs							
Short Vowel w/Con. Blends							
Vowel + e							
Vowel Diphthongs & Digraphs							
R- and L-Controlled							
Prefixes							
Suffixes							
Multi-Syllabic Words							

Phonics Assessment Resources

Company Information

Literacy First Process

Professional Development Institute
3109 150th Place Southeast
Mill Creek, Washington 98012
(425) 745-3029

Website

TEAMS Distance Learning

Phonics Inventory

<http://teams.lacoe.edu/reading/assessments/assessments.html>

Tab 3

Fluency

Fluency

Introduction and Scientifically Based Reading Research

Letter Identification

- Capital Letters
- Lower Case Letters

Sound Identification

- Mixed Sounds

Oral Reading Fluency

- Directions for Creating and Using Oral Reading Fluency Passages

Skills Profile

Oral Reading Fluency Norms and Levels

Progress Monitoring Graphs

Fry's Readability Directions and Graph

Resources

Correlation to the Sunshine State Standards

LA.A.1.1.2 – Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Fluency

Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy defines **fluency** as the ability to read a text accurately and quickly (NIFL, 2001). Fluency development is important because fluent readers are able to devote energy to comprehension rather than having to focus all their efforts on word decoding.

A number of informal procedures can be used in the classroom to assess fluency (NICHD, 2000):

- informal reading inventories
- miscue analysis
- pausing indices
- running records
- reading speed calculations.

For example, informal reading inventories require students to read grade-level passages aloud and silently. The teacher determines a reading level by calculating the proportion of words read accurately in the passage (NICHD, 2000). Measures of oral reading fluency have powerful predictive value in identifying students who need help or, conversely, in confirming that students are making progress in their abilities to read (McEwan, 2002).

Repeated reading and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement. There is clear and substantial research evidence that shows that such procedures work under a wide variety of conditions and with minimal special training or materials (NICHD, 2000).

There is no other classroom assessment that is as simple, quick, and sensitive to the smallest incremental changes in reading ability as a measure of oral reading fluency (McEwan, 2002). Letter recognition is a subskill that enhances word recognition skill. Adams notes that speed and accuracy of letter recognition are critical to reading proficiency and growth (Adams, 1990).

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

Fluency – Capital Letter Names

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some letter names."

Test Items: Present the student with the STUDENT'S COPY of Capital Letters page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many letter names as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.

TEACHER'S COPY

G	T	M	L	Q	C	6
J	U	V	B	R	W	12
O	E	D	F	Z	S	18
H	X	N	K	A	Y	24
P	I	U	R	K	L	30
Z	X	C	V	B	N	36
M	L	H	K	J	G	42
F	D	S	A	P	O	48
I	U	Y	T	R	E	54
W	Q	D	U	P	C	60
B	N	M	I	K	G	66
T	E	J	U	O	D	72
C	E	M	X	K	H	78
Y	R	S	M	T	O	84

Name: _____ Score: _____

STUDENT'S COPY

G	T	M	L	Q	C
J	U	V	B	R	W
O	E	D	F	Z	S
H	X	N	K	A	Y
P	I	U	R	K	L
Z	X	C	V	B	N
M	L	H	K	J	G
F	D	S	A	P	O
I	U	Y	T	R	E
W	Q	D	U	P	C
B	N	M	I	K	G
T	E	J	U	O	D
C	E	M	X	K	H
Y	R	S	M	T	O

Fluency – Lower Case Letter Names

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some letter names."

Test Items: Present the student with the STUDENT'S COPY of Lower Case letters page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many letter names as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.

TEACHER'S COPY

r	u	v	b	r	w	6
o	e	d	f	z	s	12
h	x	n	k	a	y	18
p	i	u	r	k	l	24
z	x	c	v	b	n	30
m	l	h	k	j	g	36
i	u	y	t	r	e	42
f	d	m	i	k	g	48
w	q	h	u	p	c	54
t	e	n	v	d	a	60
y	r	s	m	t	o	66
c	e	m	k	x	h	72
g	t	o	b	m	p	78
y	r	e	w	i	j	84

Name: _____ Score: _____

STUDENT'S COPY

r	u	v	b	r	w
o	e	d	f	z	s
h	x	n	k	a	y
p	i	u	r	k	l
z	x	c	v	b	n
m	l	h	k	j	g
i	u	y	t	r	e
f	d	m	i	k	g
w	q	h	u	p	c
t	e	n	v	d	a
y	r	s	m	t	o
c	e	m	k	x	h
g	t	o	b	m	p
y	r	e	w	i	j

Fluency – Mixed Sounds

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some SOUNDS – not letter names."

Test Items: Present the student with the STUDENT'S COPY of the Mixed Sounds page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many sounds as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.

TEACHER'S COPY – MIXED SOUNDS

r	u	v	b	r	w	6
o	e	d	f	z	s	12
h	x	n	k	a	y	18
p	i	u	r	k	l	24
z	x	c	v	b	n	30
m	l	h	k	j	g	36
i	u	y	t	r	e	42
f	d	m	i	k	g	48
w	k	h	u	p	c	54
t	e	n	v	d	a	60
y	r	s	m	t	o	66
c	e	m	k	x	h	72
g	t	o	b	m	p	78
y	r	e	w	i	j	84

Name: _____ Score: _____

STUDENT'S COPY

r	u	v	b	r	w
o	e	d	f	z	s
h	x	n	k	a	y
p	i	u	r	k	l
z	x	c	v	b	n
m	l	h	k	j	g
i	u	y	t	r	e
f	d	m	i	k	g
w	k	h	u	p	c
t	e	n	v	d	a
y	r	s	m	t	o
c	e	m	k	x	h
g	t	o	b	m	p
y	r	e	w	i	j

Creating and Using Oral Reading Fluency Passages

Curriculum

- You can use either general education materials or remedial materials

Creating Passages

- Passages should be
 - 100 words for grades 1-2
 - 150-200 words for grades 3-5
 - 200+ words for grades 6+
- Create a STUDENT COPY
- Create a TEACHER COPY – with numbers down the right side of passage for scoring purposes

Scoring

- Count the total number of words read in 1 minute
- Subtract the number of errors (misidentification, omission, hesitation, word substitution, reversal)
- Number remaining is the Words Correct Per Minute (WCPM)

Graphing

- X axis is the date when the probe was administered (time)
- Y axis is the number of words read correctly in one minute (WCPM)
- You are able to record errors as well

Oral Reading Fluency Norms

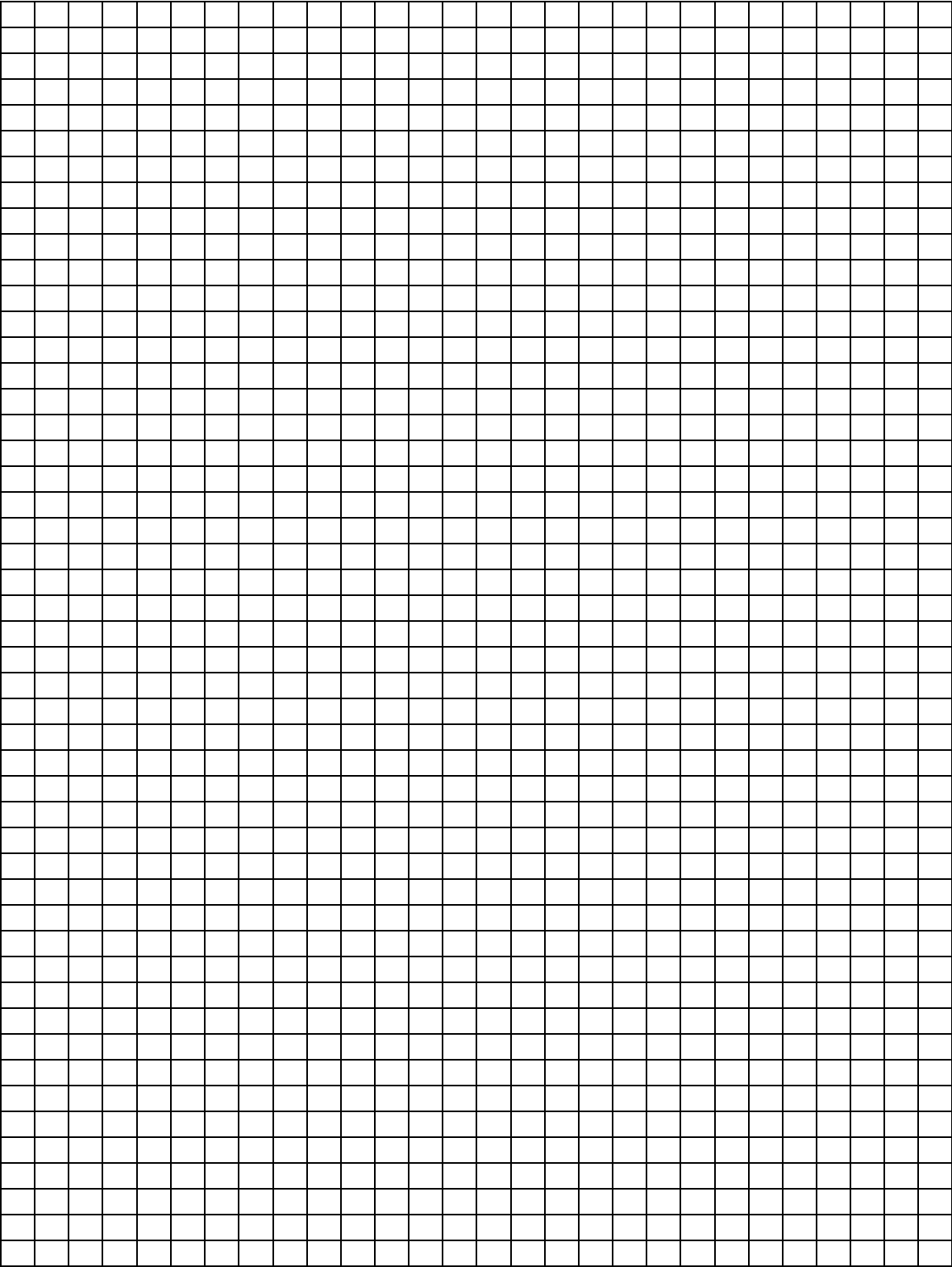
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
2	75	82	106	124
	50	53	78	94
	25	23	46	65
3	75	107	123	142
	50	79	93	114
	25	65	70	87
4	75	125	133	143
	50	99	112	118
	25	72	89	92
5	75	126	143	151
	50	105	118	128
	25	77	93	100

Hasbrouck, J.E. & Tindal, G. (1992) Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, 24, 41-44.

Reading Levels

Reading Level	Word Identification	Comprehension
Independent (easy)	99% accuracy	95% accuracy
Instructional (learning)	90% accuracy	75% accuracy
Frustration (challenging)	< 90% accuracy	< 50% accuracy

Individual Reading Progress Graph



**Words
Correct
per
Minute
(WCM)**

Weeks of School Year

	M	T	W	Th	F	S	S
9							
8							
7							
6							
5							
4							
3							
2							
1							

Name:	
Grade:	
Behavior:	
Goal:	

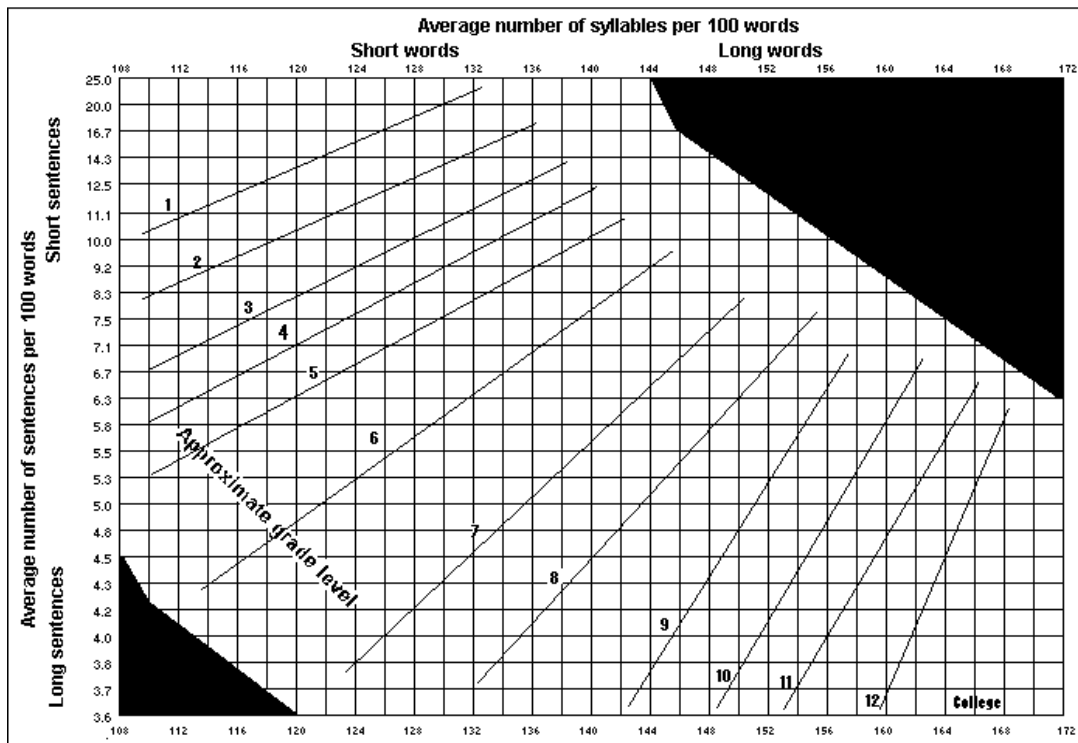
1	
2	
3	
4	
5	
6	
7	
8	
9	

Fry's Readability Graph

Additional Directions for Working Readability Graph

- Randomly select three sample passages and count exactly 100 words starting at the beginning of a sentence. Don't count numbers. Do count proper nouns.
- Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest 1/10th.
- Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word. When you get to the end of the passage, count the number of marks and add 100.
- Enter average sentence length and number of syllables onto graph; plot dot where the two lines intersect. The area where dot is plotted will give you the approximate grade level.
- If a great deal of variability is found, putting more sample counts into the average is desirable.

EDWARD FRY'S READABILITY GRAPH



Fluency Resources

Publications

Great Leaps

Phone : 1-877-GRLEAPS

Fax : 352-384-3883

<http://www.greatleaps.com>

Precision Teaching Probes

Orange County Public Schools

Florida Department of Education

Clearinghouse/Information Center

Room 628 Turlington Building

Tallahassee, Florida 32399-0400

Telephone: 850-488-1879

Suncom: 278-1879

Fax: 850-487-2679

E-mail: cicbiscs@mail.doe.state.fl.us

<http://www.firn.edu/doe/commhome/clerhome.htm>

Websites

Curriculum Based Assessment List Builder

<http://www.lefthandlogic.com/htmdocs/tools/cbaprobe/cba.shtml>

Curriculum Based Measurement (CBM) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

<http://dibels.uoregon.edu/>

Fry's Readability Generator

<http://school.discovery.com/schrockguide/fry/fry.html>

TEAMS Distance Learning

Phonics Inventory Online

<http://teams.lacoe.edu/reading/assessments/assessments.html>

Tab 4

Vocabulary

Vocabulary

Introduction and Scientifically Based Reading Research

Prefixes Sample Assessment

Suffixes Sample Assessment

Meaning from Context Sample Assessment

Resources

Correlation to the Sunshine State Standards

LA.A.1.1.3 Uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

Vocabulary

Introduction and Scientifically Based Reading Research (SBRR)

Vocabulary is defined by the National Institute for Literacy as the words we must know to communicate effectively. These words can be described as oral vocabulary or reading vocabulary (NIFL, 2001).

The National Institute for Literacy has summarized the 2000 report by the National Reading Panel and found that scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, but that some vocabulary must be taught directly (NIFL, 2001).

The NIFL (2001) also stated that students need to develop effective word-learning strategies that include

- how to use information about word parts to figure out the meanings of words in text
- how to use context clues to determine word meaning
- how to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings.

To support the need for informal assessment and explicit instruction of the use of prefixes and suffixes for vocabulary development the National Institute for Literacy states the following:

“Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meaning of many new words. For example, if students learn just the four most common prefixes in English (un-,re-,in-,dis-), they will have important clues about the meaning of about two thirds of all English words that have prefixes” (NIFL, 2001).

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. *Please note that the subtests in this section only represent a narrow sampling of skills within the domain of Vocabulary instruction.* Teachers are able to use each assessment as is or view each as a sample for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

“Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values” (Davis, 1942)

Vocabulary - Prefixes

SAMPLE

Given a list of level-appropriate vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct prefix for each root vocabulary word within the sentence. Below, we have provided a sample informal assessment for prefixes. Create additional assessments as needed.

Directions: This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, “For each sentence, you are going to select a prefix to add to the beginning of the word in bold type. You will choose from the list of prefixes in the box. Your prefix, when added to the word in bold, should make sense when you reread the sentence.”

Practice Items: Share the following example with the student(s)
*It is **unusual** to see snow in Florida.*

Test Items: Mark each item that the student answers correctly. Create additional sentences as needed.

re- pre- un- non- in- mis- dis-

1. It was ____ **fair** that the children could not see the stage from the back of the room.
2. We watched a ____ **view** of the new Disney movie before it was released in theatres.
3. Mary ____ **understood** what her mother asked her to do when she came home after school.
4. They had to ____ **set** the time on the clock after the power was off.
5. Joe ____ **likes** fighting with his friends at school.
6. The family flew from New York to Florida ____ **stop** in less than 3 hours.
7. It was very ____ **appropriate** of Susan to interrupt the meeting yesterday.
8. The debate team ____ **agreed** on the topic of unions.
9. Dad always tells me to ____ **wash** the dishes before we put them in the dishwasher.
10. Karen ____ **placed** her keys; she cannot find them.

Vocabulary - Suffixes

SAMPLE

Given a list of level-appropriate vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct suffix for each root vocabulary word within the sentence. Below, we have provided a sample informal assessment for suffixes. Create additional assessments as needed.

Directions: This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, “For each sentence, you are going to select a suffix to add to the end of the word in bold type. You will choose from the list of suffixes in the box. Your suffix, when added to the word in bold, should make sense when you reread the sentence.”

Practice Items: Share the following example with the student(s)
*It was very **careless** of the boy to ride his bike into the flowers.*

Test Items: Mark each item that the student answers correctly. Create additional sentences as needed.

ful less ness ly able
--

1. Judy took her time as she wrote her name **neat**_____ on the inside of the book cover.
2. Her mother was very **care**_____ as she moved the cake from the kitchen to the dining room.
3. The cat was **fear**_____ as she walked near the dog’s food bowl.
4. There was a great feeling of **sad**_____ when she read the paper about her friend getting hurt in a car accident.
5. When she told the story about her grandfather coming from Spain it was very **believe**_____.

Vocabulary – Words in Context

SAMPLE

Given a list of level-appropriate vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct meaning for each vocabulary word within the sentence. Below, we have provided a sample informal assessment for identifying vocabulary word meaning through context. Create additional assessments as needed.

Directions: This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, “You are going to read a sentence and select the meaning of the word in bold by its context (the words or sentences around that word).”

Practice Items: Share the following example with the student(s)

If your plan fails, we’ll have to find someone who can devise a better one.

In this sentence, the word **devise** means *to design*.

Test Items: Mark each item that the student answers correctly. Make additional sentences with new vocabulary words as needed.

1. The family prepared a huge **feast** to feed all of their friends.
 - a. drink
 - b. dinner
 - c. stand
 - d. room
2. She could barely **stomach** getting up in front of the crowded room and speaking.
 - a. like
 - b. show
 - c. stand
 - d. slow
3. The boy seemed **coy** at the large party as he sat by himself at the table.
 - a. shy
 - b. daring
 - c. mean
 - d. happy
4. It was hard to **accept** at first, but after I saw my new baby sister I loved her.
 - a. shy
 - b. believe
 - c. hope
 - d. open
5. The dog was very thirsty as he **quaffed** all of the water in his bowl.
 - a. smelled
 - b. drank
 - c. tipped
 - d. ate

Vocabulary Assessment Resources

Website

www.edhelper.com

Assessment creation website for vocabulary words

Tab 5

Comprehension

Text Comprehension

Introduction and Scientifically Based Reading Research

Florida Comprehensive Assessment Test (FCAT)

Sample Test Booklets & Answer Keys for:

Reading Grades 3 - 10

Harcourt Trophies

Passage Comprehension Questions

Little Bear and Emily – Grade 1

Cool Ali – Grade 2

The Case of Pablo's Nose – Grade 4

Houghton Mifflin Reading: A Legacy for Literacy

Passage Comprehension Questions

Lost – Grade 1

Chinatown – Grade 2

Cendrillon: A Caribbean Cinderella – Grade 4

Macmillan/McGraw-Hill Reading

Passage Comprehension Questions

Shrinking Mouse – Grade 1

Swimmy – Grade 2

Scruffy – Grade 4

Scott Foresman Reading for Florida

Passage Comprehension Questions

Lost - Grade 1

Birthday Joy – Grade 2

The Swimming Hole from On the Banks of Plum Creek – Grade 4

SRA/Open Court Reading

Passage Comprehension Questions

Strange Bumps – Grade 1

The Dinosaur Who Lived in My Backyard – Grade 2

Escape from Charlotte's Web – Grade 4

SRA Reading Mastery Plus (PENDING)

Comprehension Resources

Comprehension

Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy found that **text comprehension** can be improved by instruction that helps readers use specific comprehension strategies (NIFL, 2001). Comprehension is the purpose of reading and can be developed by teaching comprehension strategies. According to the 2000 report of the **National Reading Panel**, the eight types of instruction that appear to be effective and most promising for classroom instruction are

- comprehension monitoring
- cooperative learning
- graphic and semantic organizers
- story structure
- question answering
- question generation
- summarization
- multiple-strategy teaching.

Assessment of Comprehension

The Florida Comprehensive Assessment Test (FCAT) measures a student's ability to comprehend the following items:

- words in context
- main idea and details
- order of events
- author's purpose
- fact and opinion
- cause and effect
- comparison
- story's plot
- information from research.

This section provides teachers with sample comprehension questions related to selected stories found in the five reading series on the Florida Text Book Adoption List. The informal assessments include questions that address at least one of the nine FCAT comprehension categories. Given a level-appropriate reading passage, teachers can create similar comprehension questions based on stories read by their students. *Please note that reading comprehension depends upon applying many different kinds of knowledge and skill (i.e. fluent word reading, vocabulary, background knowledge) in a coordinated approach, it can be further developed by teaching comprehension strategies.*

**Florida Comprehensive Assessment Test (FCAT)
Sample Test Books and Answer Keys (2001-2002)**

Grade Level	Website
General FCAT Samples	http://www.firn.edu/doe/sas/fcat/fcatit02.htm
FCAT Reading Grade 3	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc3rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc3rik1a.pdf
FCAT Reading Grade 4	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc4rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc4rik1a.pdf
FCAT Reading Grade 5	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc5rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc5rik1a.pdf
FCAT Reading Grade 6	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc6rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc6rik1a.pdf
FCAT Reading Grade 7	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc7rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc7rik1a.pdf
FCAT Reading Grade 8	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc8rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc8rik1a.pdf
FCAT Reading Grade 9	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc9rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc9rik1a.pdf
FCAT Reading Grade 10	Test Book: http://www.firn.edu/doe/sas/fcat/pdf/fc0rib1a.pdf Answer Key: http://www.firn.edu/doe/sas/fcat/pdf/fc0rik1a.pdf

Now answer Numbers 1-8. Base your answers on the story: **Little Bear and Emily**.

1. What did Little Bear see after the green hills?

- (a). A high tree.
- (b). His own house.
- (c). His tent.
- (d). The river.

2. What was the reason Little Bear was going home?

- (a). To bake cookies with Mother Bear.
- (b). To help Emily play with Lucy.
- (c). To eat lunch.
- (d). To play with his toys.

3. What is the story about?

- (a). Friendship
- (b). Lunch
- (c). Mother Bear
- (d). Dolls

4. What is the most important thing that Little Bear does in the story? Use details and information from the story to explain other events that happen.

Read
Think
Explain

5. Which words from the story mean the **opposite**?

- (a). Shut and Open
- (b). Green and Blue
- (c). Mother and House
- (d). High and Wide

6. It is a **fact** that Little Bear is brown. It is an **opinion** that:

- (a). Little bear was in a hurry to get home to eat lunch.
- (b). He saw Mother Bear.
- (c). Emily's doll's name is Lucy.
- (d). He met Emily.

7. What is the author trying to tell us about Little Bear?

- (a). He did not like to play animals.
- (b). He likes to help others in need.
- (c). He is hungry.
- (d). He hears and feels things.

8. Which compares Little Bear and Emily trying to get home?

- (a). Both knew their way home.
- (b). Little Bear helped Emily because he was on his way home too.
- (c). Little Bear did not care that Emily was lost.
- (d). Emily lost Lucy in the woods.

1. (Order of Events) the correct answer is (d) The river.
2. (Cause and Effect) the correct answer is (c) To eat lunch.
3. (Stories Plot) the correct answer is (a) Friendship.
4. (Author's Purpose) Scoring Rubric:
A top-score response will provide details and descriptions of events in the passage.
5. (Words in Context) the correct answer is (a) Shut and Open.
6. (Fact and Opinion) the correct answer is (a) Little Bear was in a hurry to get home to eat lunch.
7. (Main Idea & Details) the correct answer is (b) He likes to help others in need.
8. (Compare) the correct answer is (c) Little Bear did not care that Emily was lost.

Now answer Numbers 1-8. Base your answers on the story Cool Ali.

1. What did Ali draw after the umbrella?

- (a). The North Wind.
- (b). Grasses and flowers.
- (c). A little lake.
- (d). The rain.

2. What caused the people to clap for Ali?

- (a). Her hairstyle.
- (b). Her drawings beat the heat.
- (c). The newspaper fans.
- (d). Her personality.

3. What is the story about?

- (a). Paper fans.
- (b). Ali's father.
- (c). Ali's drawings.
- (d). Having a friend.

4. In the story Ali used drawings to beat the heat. What other drawings might Ali create to help beat the heat? Use information from the story to help with your answer.

Read
Think
Explain

5. What does the word “raging” mean in the story?

- (a). Wild
- (b). Angry
- (c). Yell
- (d). Happy

6. It is a **fact** that Ali loved to draw. It is an **opinion** that:

- (a). She drew an umbrella.
- (b). Ali is the best artist.
- (c). The crowd carried Ali on their shoulders.
- (d). It had not rained for weeks.

7. The main idea of the story is that:

- (a). Girls can draw well.
- (b). It needs to rain more often to stay cool.
- (c). Babies cry all of the time.
- (d). Even simple drawings can make people forget the heat for a while.

8. Ali’s final drawing of the day can be compared to:

- (a). A snowy day.
- (b). A windy day.
- (c). A sunny day.
- (d). A rainy day.

1. (Order of Events) the correct answer is (a) The North Wind.
2. (Cause and Effect) the correct answer is (b) Her drawings beat the heat.
3. (Stories Plot) the correct answer is (c) Ali's drawings.
4. (Author's Purpose) Scoring Rubric:
A top-score response will provide details and descriptions of events in the passage.
5. (Words in Context) the correct answer is (a) Wild.
6. (Fact and Opinion) the correct answer is (b) Ali is the best artist.
7. (Main Idea & Details) the correct answer is (d) Even simple drawings can make people forget the heat for a while.
8. (Compare) the correct answer is (a) A snowy day.

Now answer Numbers 1-8. Base your answers on the story **The Case of Pablo's Nose**.

1. What was the first thing that Pablo did to create his nose for the contest?

- (a). Ground down stone from the same stone that the statue was made from.
- (b). He built a nose in soft wax.
- (c). Used his special glue.
- (d). Shaped the mixture into a copy of the wax mold.

2. When confronting Desmoana, how did Pablo react?

- (a). He said hello and asked about the weather.
- (b). He hid behind Encyclopedia because he was afraid of her.
- (c). He accused her straightaway.
- (d). He ignored her and went to look for the nose.

3. What is the passage about?

- (a). A missing nose.
- (b). A mean girl named Desmoana.
- (c). A purple bike.
- (d). The Brown Detective Agency.

4. At the end of the passage Desmoana shows how she can ride her bike. From your reading, tell what happened that made Encyclopedia think Desmoana was guilty.

Read
Think
Explain

5. What word means almost the same as the word “jealous” when Pablo made the comment that Desmoana had been jealous of him since he won the tulip-drawing contest?

- (a). Liked
- (b). Envious
- (c). Honest
- (d). Mean

6. It is a **fact** that Pablo’s nose was stolen. It was an **opinion** that:

- (a). Pablo hired detectives to help him find it.
- (b). Someone with a purple bike was seen shortly after the nose was missing.
- (c). Both Martha Katz and Joan Brand were out of town.
- (d). Desmoana could not ride a bike very well.

7. The main idea of this passage is that:

- (a). A nose is missing and Pablo intends to get it back.
- (b). Desmoana is the best bike rider in town.
- (c). Encyclopedia will solve the case.
- (d). There is a contest to be won.

8. Pablo’s nose sculpture can be compared to:

- (a). The nose on his face.
- (b). Encyclopedia’s nose.
- (c). Abe Lincoln’s nose.
- (d). George Washington’s nose.

1. (Order of Events) the correct answer is (b) He built a nose in soft wax.
2. (Cause and Effect) the correct answer is (c) He accused her straight away.
3. (Stories Plot) the correct answer is (a) A missing nose.
4. (Author's Purpose) Scoring Rubric:
A top-score response will provide details and descriptions of events in the passage that lead the reader to believe Desmoana is guilty.

Correct responses should indicate how she rode her bike without hands, therefore being able to carry the nose as she rode away.
5. (Words in Context) the correct answer is (b) Envious.
6. (Fact and Opinion) the correct answer is (d) Desmoana could not ride a bike very well.
7. (Main Idea & Details) the correct answer is (a) A nose is missing and Pablo intends to get it back.
8. (Compare) the correct answer is (c) Abe Lincoln's nose.

Now answer Numbers 1-8. Base your answers on the story “Shrinking Mouse.”

1. Which animal appeared to shrink after Owl?

- (a). Mouse
- (b). Fox
- (c). Rabbit
- (d). Squirrel

2. Why did the animals appear to become smaller?

- (a). They were really shrinking.
- (b). They looked smaller because they were far away.
- (c). They got smaller and never moved.
- (d). It was just a dream, not one looked smaller.

3. What is the story about?

- (a). They way things appear at distances.
- (b). Friends and a party in the woods.
- (c). Owl’s flight.
- (d). Having friends.

4. In the story the animals see things that look as though they are shrinking. Use details and information from the story to explain other events that appear to happen.

Read
Think &
Explain

5. What word(s) means almost the same as the word “shrinking?”

- (a). Growing
- (b). Getting bigger
- (c). Getting smaller
- (d). Staying the same size

6. It is a **fact** that all of the animals were in the woods. It was an **opinion** that:

- (a). The animals were at the edge of the wood looking across the fields.
- (b). The animals are friends.
- (c). Mouse was upset.
- (d). The woods were getting smaller.

7. The main idea of the story is that:

- (a). The animals are friends.
- (b). The animals like one wood better than the other.
- (c). The size of the animals seems to change as they move.
- (d). That Owl is wise.

8. The number of animals can be compared to:

- (a). How many fingers on your left hand.
- (b). The number of students in your class.
- (c). The number of animals in the zoo.
- (d). The number of trees in a forest.

1. (Order of Events) the correct answer is (b) Fox
2. (Cause and Effect) the correct answer is (b) They looked smaller because they were far away.
3. (Stories Plot) the correct answer is (a). They way things appear at distances.
4. (Author's Purpose) Scoring Rubric:
A top-score response will provide details and descriptions of events in the passage.

Responses should include the appearance of objects appearing to get larger.
5. (Words in Context) the correct answer is (c). Getting smaller
6. (Fact and Opinion) the correct answer is (d). The woods were getting smaller.
7. (Main Idea & Details) the correct answer is (c). The size of the animals seems to change as they move.
8. (Compare) the correct answer is (a). How many fingers on your left hand.

Now answer Numbers 1-7. Base your answers on the story:

Swimmy

1. At the beginning of the story, what happened to all the little red fish?
 - a. they swim away
 - b. they go on vacation
 - c. the big fish eats them
 - d. they turn blue
2. At the end of the story, why does the big fish get chased away?
 - a. because the big fish saw an eel
 - b. because all the fish swam together and scared away the big fish
 - c. the big fish did not get chased away
 - d. the big fish ate the little red fish
3. What makes Swimmy a good leader?
 - a. he is a happy fish
 - b. he saw an eel and sea anemones
 - c. he thought of a great idea and helped the other fish
 - d. he taught the other fish how to look like an octopus
4. Use details and information from the story to describe how Swimmy chased away the big fish.

Read
Think &
Explain

5. Which words from the story mean the SAME?
- a. swift – fast
 - b. forest – weeds
 - c. swaying – growing
 - d. midday – morning
6. How is Swimmy different from the other fish in the story?
- a. he is black and swims fast
 - b. he is red
 - c. he is smaller than the other fish
 - d. he is very large
7. What happened RIGHT AFTER Swimmy saw the sea anemones?
- a. he saw the eel
 - b. he saw a medusa
 - c. he ate the big fish
 - d. he saw the school of little fish

1. (Main Idea and Details) the correct answer is (b) the big fish eats them
2. (Cause and Effect) the correct answer is (b) because all the fish swam together and scared the big fish away
3. (Story's Plot) the correct answer is (c) he thought of a great idea and helped the other fish
4. (Story's Plot) Scoring Rubric:
A top-score response will provide details and descriptions of events from the passage that describes Swimmy's plan to fool the big fish.
5. (Words in Context) the correct answer is (a) swift - fast
6. (Comparison) the correct answer is (a) he is black and swims fast
7. (Order of Events) the correct answer is (d) he saw the school of little fish

Now answer Numbers 1-7. Base your answers on the story: **Scruffy**

1. What happened RIGHT AFTER Scruffy tried to eat the Artic Birds' eggs from their nest?
 - a. he got sick
 - b. he bit the bird
 - c. the birds dive bombed him
 - d. the birds laughed at him
2. Which two words from the story have the SAME meaning?
 - a. pack – family
 - b. fierce – alive
 - c. frozen – desert
 - d. timid – dominant
3. Which two words from the story mean the OPPOSITE?
 - a. dominant – strong
 - b. cowering – slinking
 - c. alpha male – leader
 - d. pup – adult
4. Use details and information from the story to explain why Scruffy had a hard time staying alive on Ellesmere Island.

Read
Think &
Explain

5. Why did Scruffy stay with his parents and his original pack?
- a. to lead the group
 - b. for protection because he was weak
 - c. because it was cold
 - d. to become the alpha male
6. Why did Scruffy have to beg for food?
- a. he was the alpha male
 - b. he ran too fast
 - c. he ate too much
 - d. he was the lowest ranking wolf
7. Who did the pack have to wait to eat after?
- a. Scruffy's parents
 - b. The alpha pair
 - c. Scruffy
 - d. Ellesmere

1. (Order of Events) the correct answer is (c) they dive bombed him
2. (Words in Context) the correct answer is (a) pack - family
3. (Words in Context) the correct answer is (d) pup - adult
4. (Cause and Effect) Scoring Rubric:
A top-score response will provide details and descriptions of climate, living conditions and lowest ranking of the pack.
5. (Cause and Effect) the correct answer is (b) for protection because he was weak
6. (Comparison) the correct answer is (d) he was the lowest ranking wolf
7. (Main Idea and Details) the correct answer is (b) alpha pair

Now answer Numbers 1-7. Base your answers on the story: **Lost**

1. Which words from the story have almost the same meaning?
 - a. lost – help
 - b. worry – afraid
 - c. disappear – worry
 - d. hurry – live
2. Where did the bear go RIGHT AFTER the day in the park?
 - a. forest
 - b. bus
 - c. library
 - d. house
3. How did the bear get lost?
 - a. he was playing with the boy
 - b. he ran away from home
 - c. he fell asleep
 - d. he walked to the park
4. Use details to describe how the boy helped the bear.

Read
Think &
Explain

5. Why was the bear scared?
- a. because of the tall buildings
 - b. because of the toy
 - c. because of the bus
 - d. because of the trees
6. Which thing did bear and the boy NOT do at the park?
- a. had lunch
 - b. went for a boat ride
 - c. ate a hot dog
 - d. went to the playground
7. What was the main idea of the story?
- a. playing in the park
 - b. bear finding his way home
 - c. eating hotdogs
 - d. tall trees

1. (Comparison) the correct answer is (b) worry - afraid
2. (Order of Events) the correct answer is (c) library
3. (Cause and Effect) the correct answer is (c) he fell asleep
4. (Story's Plot) Scoring Rubric:
A top-score response will provide details and descriptions of events in the passage that explain how the boy helped the bear.
5. (Fact and Opinion) the correct answer is (a) because of the tall buildings
6. (Main Idea and Details) the correct answer is (c) ate hot dogs
7. (Main Idea and Details) the correct answer is (b) bear finding his way home

Now answer Numbers 1-7. Base your answers on the story: **Chinatown**

1. Which words from the story have almost the same meaning?
 - a. new – graceful
 - b. furious – angry
 - c. lesson – practice
 - d. herbs – dark

2. What was the main idea of the story?
 - a. the kung fu class
 - b. the smell of the food
 - c. the boy’s walk with his grandmother
 - d. the New Year celebration parade

3. Where was their apartment?
 - a. over the barber shop
 - b. in Chinatown
 - c. under the Chinese American grocery store
 - d. next to the outdoor market

4. Use details and information from the story to explain why you think that the Chinese New Year is the boy’s favorite holiday?

Read
Think &
Explain

5. Where do they go first after crossing the street?
- a. the outside market
 - b. the kungfu school
 - c. the Dia Dia Restaurant
 - d. the park
6. The boy and his grandmother pass all of these places EXCEPT:
- a. the Dia Dia Restaurant
 - b. the kungfu school
 - c. the ice cream shop
 - d. the park
7. Why does the grandmother make medicinal soup in the winter?
- a. to keep them warm
 - b. to build up their strength
 - c. to take home to her son
 - d. to eat while they walk through the market

Now answer Numbers 1-7. Base your answers on the story: **Cendrillon:**
A Carribean Cinderella

1. What happened RIGHT AFTER the breadfruit was turned into a coach?
 - a. five lizards became five footmen
 - b. Madame and Vitaline left for the ball
 - c. Six agoutis in a large cage became six carriage horses
 - d. Cendrillon lost one of her slippers

2. Which two words from the story mean the same thing?
 - a. coach – carriage
 - b. sobbing – turning
 - c. slopper – scarf
 - d. love – wand

3. What happened AFTER the christening party for Vitaline?
 - a. Cendrillon’s mother died
 - b. Cendrillon and Paul got married
 - c. Cendrillon came sad-faced to the river
 - d. Cendrillon and Nannin went to the ball

4. Used details and information from the story to explain what was different about Cendrillon after Nannin cast her spell.

Read
Think &
Explain

5. How did Cendrillon help Vitaline get ready for the ball?
 - a. she turned lizards into footmen
 - b. she put slippers on her feet
 - c. she brushed her hair
 - d. she made dinner for her
6. What did Nannin eat at the ball?
 - a. cheesecake
 - b. cookies
 - c. apple pie
 - d. chocolate sherbet
7. What was the author's purpose of this story?
 - a. to feel sorry for Paul
 - b. to have lizards turn into coachmen
 - c. that true love is blind
 - d. to have Madame seem cruel

1. (Order of Events) the correct answer is (c) six agoutis in a cage became six carriage horses
2. (Words in Context) the correct answer is (a) coach - carriage
3. (Order of Events) the correct answer is (a) Cendrillon's mother died
4. (Comparison) Scoring Rubric:
A top-score response will provide details and descriptions of events in the passage that explain how Cendrillon was different after Nanni's spell.
5. (Fact and Opinion) the correct answer is (c) she brushed her hair
6. (Fact and Opinion) the correct answer is (d) chocolate sherbet
7. (Main Idea and Details) the correct answer is (c) that true love is blind

Now answer Numbers 1-7. Base your answers on the story:

Lost

1. Which words from the story have almost the same meaning?

- e. lost – help
- f. worry – afraid
- g. disappear – worry
- h. hurry – live

2. Where did the bear go RIGHT AFTER the day in the park?

- e. forest
- f. bus
- g. library
- h. house

3. How did the bear get lost?

- e. he was playing with the boy
- f. he ran away from home
- g. he fell asleep
- h. he walked to the park

4. Use details to describe how the boy helped the bear.

Read
Think &
Explain

5. Why was the bear scared?
- e. because of the tall buildings
 - f. because of the toy
 - g. because of the bus
 - h. because of the trees
6. Which thing did bear and the boy NOT do at the park?
- e. had lunch
 - f. went for a boat ride
 - g. ate a hot dog
 - h. went to the playground
7. What was the main idea of the story?
- e. playing in the park
 - f. bear finding his way home
 - g. eating hotdogs
 - h. tall trees

1. (Comparison) the correct answer is (b) worry - afraid
2. (Order of Events) the correct answer is (c) library
3. (Cause and Effect) the correct answer is (c) he fell asleep
4. (Story's Plot) Scoring Rubric:
A top-score response will provide details and descriptions of events in the passage that explain how the boy helped the bear.
5. (Fact and Opinion) the correct answer is (a) because of the tall buildings
6. (Main Idea and Details) the correct answer is (c) ate hot dogs
7. (Main Idea and Details) the correct answer is (b) bear finding his way home

Now answer Numbers 1-7. Base your answers on the story: **Birthday Joy**

1. What happens RIGHT AFTER children in Mexico crack the piñatas?
 - a. the cake is cut
 - b. the children blow out the special candle
 - c. candy and toys fall out
 - d. they get a crown

2. Why does the Mother or Father light the birthday candle in Germany?
 - a. to point out the child's age
 - b. to be safe
 - c. to make sure the cake does not melt
 - d. to see across the table

3. Which two words from the story have the SAME meaning?
 - a. boy – girl
 - b. happy – joyful
 - c. party – crown
 - d. Mexico – Germany

4. Use details and information from the story to explain the author's purpose for writing this story.

Read
Think &
Explain

5. What is the main idea of the story?
 - a. boys and girls have birthday
 - b. in Mexico they buy piñatas
 - c. birthdays are the same all over the world
 - d. birthdays are celebrated differently all over the world
6. What does the birthday child get in Israel?
 - a. special candle
 - b. royal crown
 - c. a toy
 - d. piñatas
7. What happens after the father raises the birthday child's chair in Israel?
 - a. friends dance and sing
 - b. friends eat cake
 - c. everyone throws candy
 - d. the child closes his/her eyes and spins around

1. (Order of Events) the correct answer is (c) candy and toys fall out
2. (Cause and Effect) the correct answer is (a) to point out the child's age
3. (Words in Context) the correct answer is (b) happy - joyful
4. (Author's Purpose) Scoring Rubric:
A top-score response will provide details and descriptions of why the author wrote this story.
5. (Main Idea and Details) the correct answer is (d) birthdays are celebrated differently all over the world
6. (Fact and Opinion) the correct answer is (b) royal crown
7. (Order of Events) the correct answer is (a) friends dance and sing

Now answer Numbers 1-8. Base your answers on the story: **The Swimming Hole** from **On the Banks of Plum Creek**

1. How many petals did each blue flag have on it?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
2. Which words from the story have the SAME meaning?
 - a. hovered – butting
 - b. pools – fingerprints
 - c. velvet – golden
 - d. wade – walk
3. Which two words from the story mean the OPPOSITE?
 - a. still – swift
 - b. skated – alighted
 - c. bubbling – stepped
 - d. rushes – tongues
4. Use details and information from the story to compare the characters of Mary and Laura.

Read
Think &
Explain

5. What happened to the rushes when Laura pulled on them?
 - a. they made bubbles
 - b. they squeaked
 - c. they danced
 - d. they scared the fish
6. In the story, Pa would duck the girls only when they...
 - a. stayed on the bank
 - b. saw fish
 - c. had water fights
 - d. went too deep
7. What happened RIGHT AFTER the family left the creek in the willow valley?
 - a. they went straight home
 - b. they climbed the tableland
 - c. they stood next to the cliff
 - d. they picked flowers in the prairie
8. What kind of animal do you think Jack was?
 - a. fox
 - b. badger
 - c. dog
 - d. prairie dog

1. (Main Idea and Details) the correct answer is (c) 3
2. (Words in Context) the correct answer is (d) wade - walk
3. (Words in Context) the correct answer is (a) still - swift
4. (Comparison) Scoring Rubric:
A top-score response will provide details and descriptions of how Mary's and Laura's characters were different.
5. (Cause and Effect) the correct answer is (b) they squeaked
6. (Cause and Effect) the correct answer is (d) went too deep
7. (Order of Events) the correct answer is (b) climbed the tablelands
8. (Fact and Opinion) the correct answer is (c) dog

Now answer Numbers 1-7. Base your answers on the story:

Strange Bumps

1. What was Owl afraid of?
 - a. the dark
 - b. thunder
 - c. being alone
 - d. the bumps under his blankets
2. What happened RIGHT AFTER the bed came falling down
 - a. Owl ran down the stairs
 - b. Owl screamed
 - c. Owl called his friend Suzie
 - d. Owl moved his left foot up and down
3. Which two words in the story mean almost the same thing?
 - a. right – left
 - b. cold – tired
 - c. blankets – covers
 - d. strange – pleasant
4. Use details and information from the story to explain why Owl could not sleep.

Read
Think &
Explain

5. What do you think were the bumps under Owl's blankets?
 - a. his feet
 - b. basketballs
 - c. rats
 - d. light bulbs
6. What was different once Owl removed the blankets from his bed?
 - a. the lights came on
 - b. the bumps were gone
 - c. it started raining
 - d. the candle burned out
7. What did Owl think the bumps would do while he was sleeping?
 - a. disappear
 - b. wake him up
 - c. grow bigger and bigger
 - d. grow smaller and smaller

1. (Story's Plot) the correct answer is (d) the bumps under his blankets
2. (Order of Events) the correct answer is (a) Owl ran down the stairs
3. (Words in Context) the correct answer is (c) blankets - covers
4. (Main Idea and Details) Scoring Rubric:
A top-score response will provide details and descriptions of why Owl was scared.
5. (Fact and Opinion) the correct answer is (a) his feet
6. (Cause and Effect) the correct answer is (b) the bumps were gone
7. (Story's Plot) the correct answer is (c) grow bigger and bigger

Now answer Numbers 1-7. Base your answers on the story: **The Dinosaur Who Lived in my Backyard**

1. What would happen if the dinosaur jumped?
 - a. the whole neighborhood would shake like pudding
 - b. he would fall down
 - c. he would turn into a prince
 - d. he would break his leg

2. Why is it a good thing that the dinosaur didn't need a tent to sleep in?
 - a. because the boy doesn't have a tent
 - b. because he was afraid of the dark
 - c. because he was too big for tent
 - d. because it was raining

3. Why are the boy and his sister saving all of their lima beans?
 - a. so they can grow more in the garden
 - b. because they don't like lima beans
 - c. to feed the dinosaur if he came back to their house
 - d. so they can have a lima bean fight

4. Use details and information from the story to describe how big the dinosaur was.

Read
Think &
Explain

5. Why would they need the sprinkler if the dinosaur still lived with them?
 - a. so the grass would be green
 - b. so they could play in the sprinkler
 - c. because it is too hot
 - d. because the dinosaur is always thirsty
6. What is the main idea of this story?
 - a. dinosaurs eat lima beans
 - b. dinosaurs need different things than people
 - c. a dinosaur egg is as big as a basketball
 - d. dinosaurs play hide and seek
7. How many vegetables did the dinosaur eat each day?
 - a. one hundred pounds
 - b. two hundred pounds
 - c. one hundred dollars worth
 - d. one pound

1. (Cause and Effect) the correct answer is (a) the whole neighborhood would shake like pudding
2. (Cause and Effect) the correct answer is (c) because he was too big for a tent
3. (Cause and Effect) the correct answer is (c) to feed the dinosaur if he comes back to their house
4. (Comparison) Scoring Rubric:
A top-score response will provide details and descriptions of how big the dinosaur was in comparison to items listed in the story.
5. (Cause and Effect) the correct answer is (d) because the dinosaur is always thirsty
6. (Main Idea and Details) the correct answer is (b) dinosaurs need different things than people
7. (Main Idea and Details) the correct answer is (a) one hundred pounds

Now answer Numbers 1-8. Base your answers on the story: **Escape from Charlotte's Web**

1. Which two words in the story mean the OPPOSITE?
 - a. warm – cool
 - b. jump – dance
 - c. young – baby
 - d. rooting – digging

2. What happened RIGHT AFTER Mrs. Zuckerman saw Wilbur from the kitchen window?
 - a. she chased him with the flyswatter
 - b. she shouted for the men
 - c. Wilbur started to cry
 - d. She ignored him

3. Which animal helped Wilbur escape?
 - a. the sheep
 - b. the chicken
 - c. the spider
 - d. the goose

4. Use details and information from the story to describe the order of events that lead to the sheep finding out that Wilbur had escaped.

Read
Think &
Explain

5. Why did Wilbur decide to escape from his yard?
 - a. he wanted to find Fern
 - b. he was bored
 - c. he was hungry
 - d. he wanted to find his mother
6. Why did Wilbur decide to follow Mr. Zuckerman back into the barnyard instead of listening to his friends' instruction to run away?
 - a. Mr. Zuckerman threatened to sell him
 - b. because Mr. Zuckerman had food for him
 - c. because Fern was there, too
 - d. because he was mad at his friends
7. How did the horse learn about Wilbur's escape?
 - a. from the sheep
 - b. from the chickens
 - c. from the cows
 - d. from the goose
8. Which animal did the goose tell FIRST?
 - a. horse
 - b. cow
 - c. sheep
 - d. fox

1. (Words in Context) the correct answer is (d) rooting - digging
2. (Order of Events) the correct answer is (b) she shouted for the men
3. (Main Idea and Details) the correct answer is (d) the goose
4. (Order of Events) Scoring Rubric:
A top-score response will provide details and descriptions of the order of events that took place as the different animals were informed of Wilbur's escape.
5. (Cause and Effect) the correct answer is (b) he was bored
6. (Cause and Effect) the correct answer is (b) because Mr. Zuckerman had food for him
7. (Main Idea and Details) the correct answer is (d) from the goose

Comprehension Resources

Florida Department of Education

<http://www.myfloridaeducation.com>

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